Relationships and Sex Education (RSE) Policy

Introduction

As part of the statutory requirements for Relationships, Sex Education, all primary schools must have in place a written policy for Relationships Education and/or RSE if additional non-statutory sex education is taught. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed in consultation with staff, pupils, and parents. The process for this involved collective discussions, sharing a draft version and inviting commentary, and reflecting on the needs of the school community and context.

Schools must proactively engage and consult parents when developing and reviewing their policy, ensuring parents understand that effective RSE is important for promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by sharing this policy on our website and welcoming comments and contributions to reflect on the teaching of RHSE within statutory guidelines. This policy draft was also shared in advance of sign off with all parents.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors and other stakeholders.

Following consultation, this policy was reviewed and updated by the governing body and approved. It will be reviewed every 3 years, or sooner if changes to provision or statutory requirements are needed.

This policy is available on the school website. Copies can also be made available on request from the school office.

Statutory and Legal Requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements.

As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

Legislation and guidance documents that relate to our school's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).

- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

Links to Other Policies

This policy reflects how we deliver Relationships Education/Relationships & Sex Education (RSE) in our school, as part of a whole-school approach to the subject. The following school policies also have links to our Relationships Education/RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours.

These policies should also be read in conjunction with this Relationships Education/RSE policy to give a broader understanding of our approach to this subject:

- Safeguarding policy.
- E-safety policy.
- Anti-bullying policy.
- Behaviour policy
- Curriculum Materials

Definition and Aims of RSE

At RAF Leeming CP, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

The aims of RSE in our setting link closely to our school values of We Care, We Respect and We Do Our Best. Understanding appropriate, healthy and safe relationships fosters these values.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define sex education as basic teaching on the act of conception through sexual intercourse. For further information, including what is *not* covered, see below 'Curriculum Content and Organisation'.

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix). Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.

Relationships Education and RSE are <u>not</u> about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

Department for Education (DfE), paragraph 30 of the updated RSHE guidance (2025) states: "Sex education is not compulsory in primary schools, but we recommend that primaries teach sex

education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

Curriculum Content and Organisation

Our Relationships Education and Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSHE/RSE subject lead is responsible for overseeing and organising the Relationships Education/RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

Relationships Education/RSE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

We have harnessed pupil voice in the development of our provision for RSE through class discussions and building on gaps from previous schemes of work. Pupils express that they are keen to learn about healthy relationships and to explore sometimes complex family dynamics. In addition, pastoral work to capture pupil voice (e.g. through Haven) informs the selection of material and emphasis.

Where required, adaptations are made to ensure our RSE teaching is inclusive – this can involve a variety of SEND provisions in line with our SEND offer, or more bespoke support for certain sensitive issues.

Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At RAF Leeming CP School, we use the **Kapow Primary RSE/PSHE scheme of work** as the basis for our Relationships Education/RSE provision. This scheme of work matches the needs of our pupils by being transferrable (used in hundreds of schools), cyclical (addressing potential gaps) and inclusive (supporting our diverse needs).

Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum.

As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school.

For further information about our Relationships Education/RSE curriculum, see the curriculum overview in Appendix 1. Any non-statutory sex education content is clearly highlighted for reference.

Delivery of RSE

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from Years 1 to 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Where content is sensitive, age specific, and particularly where it is non-statutory, ground rules will be established with children that this material should not be discussed outside of the classroom except with trusted adults. If any external visitors are involved in the delivery of RSE, staff will always be present to quality assure and check that content aligns with planned curriculum.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here: http://www.legislation.gov.uk/ukpga/2010/15/contents

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Safeguarding and Confidentiality

Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Working With Parents and Parents' Right to Withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At RAF Leeming CP we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide samples of materials - either during parent information events held in school, online, or via our Learning Platforms (e.g. SeeSaw) where appropriate. Parents

who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. Provide access to RSHE curriculum materials
    a. Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
2. Offer multiple ways to view resources
    a. Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held or via online platforms.
    b. Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
3. Engage parents proactively
    a. We may hold R(S)HE information sessions to explain the curriculum approach and answer questions, or send notifications to parents before particularly sensitive issues are discussed.
    b. Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
4. Safeguarding and copyright considerations
    a. While we aim to provide full transparency, some resources may be subject to copyright restrictions.
5. In these cases, parents are offered supervised viewing in school.
    a. All sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

Parents are given opportunities to understand the purpose and context of Relationships Education/RSE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this by ensuring that parents have open channels of communication with all staff – e.g. via SeeSaw / email etc. In addition, extra information and notification will be sent to parents before the discussion of non-statutory content in Year 6.

While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science.

Please refer to our programme overview document (Appendix 1), which clearly highlights any units where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in Year 6, in the final unit "Sex Education", which builds on the statutory "Growing Up" and "Connecting with others: Healthy Relationships" units.

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE in Year 6.

In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

We view the partnership between home and school as vital in providing context around the themes covered in Relationships Education/RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in Relationships Education/RSE and should feel confident that the school's programme complements and supports their parenting role. We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale.

We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the school or headteacher. Parents are invited to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Roles and Responsibilities

Governors/Trustees will:

- Approve the Relationships Education/RSE policy and hold the headteacher to account for its implementation based on statutory duties.
- Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

The headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy.
- Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
- Ensure that all staff receive appropriate training relating to RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.
- Communicate with staff, parents and governors to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

All staff will:

- Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.

- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.
- Ensure that they are up to date with school policy and curriculum requirements around Relationships Education/RSE.
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.
- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education

The subject lead will:

- Oversee the day-to-day operation of the school's Relationships Education/RSE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.
- Report to governors and senior leaders as requested.

Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.
- Support the creation of positive and inclusive Relationships Education/RSE lessons.

Parents will:

- Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.
- Support the delivery of Relationships Education/RSE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed.

Training and Staff Development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures. At RAF Leeming CP, we ensure that staff are aware of best practice in delivery by providing regular training opportunities on pedagogy, approaches and safeguarding.

We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships Education/RSE, including identifying any areas where additional support or training would

be helpful. Training related to Relationships Education/RSE forms part of the school's regular staff training programme.

Monitoring and Evaluation of RSE

Our aim is to provide Relationships Education/RSE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful.

The subject lead reports to the headteacher and governors and makes information available as requested. Monitoring and evaluation may include:

- Monitoring of planning.
- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject lead to support ongoing development of the subject.

Leeming RAF Community Primary School
'We care, we respect, we do our best'

Appendix – Unit Outline

The Kapow Scheme of Work which we follow is outlined below. The Summer 2 content (Year 6, highlighted) is where non-statutory Sex Education is taught. Parents have the right to withdraw children from this unit.

Further details of all content can be found by clicking this link – however, please note, Kapow periodically update their materials, so to guarantee access to the latest curriculum, please contact the school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	2026/27 preview Connecting with others: How can I help myself and others feel happy and safe?	New! Coming soon! How do we spend time online?	2026/27 preview Connecting with others: How can I protect myself and others in daily life?	2026/27 preview Staying safe: How can I stay safe?	2026/27 preview Connecting with others: How can I build safe, kind and caring relationships with others?	New! How are things shared online?
Year 3/4	2026/27 preview Connecting with others: What helps us feel safe and included?	New! How should we treat each other online?	New! Coming soon! What careers do people choose and why?	2026/27 preview Staying safe: What signs help me recognise what is safe or unsafe?	2026/27 preview Connecting with others: How can we respect each other?	New! Coming soon! How can we decide what to trust online?
Year 5/6	2026/27 preview Connecting with others: Why are healthy relationships important?	New! Coming soon! How am I influenced by what I see online?	New! Coming soon! How can we be in control of our money?	2026/27 preview Connecting with others: What does it mean to stand up for myself and others?	New! Coming soon! How do I feel about being online?	New! Coming soon! How can I stay safe as I grow up?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	New! KS1 sample lessons – New 2026 RSE scheme	Building relationships: Special relationships	Building relationships: Special relationships	Managing self: Taking on challenges	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	New! Coming soon! How can we look after our feelings?	New! Coming soon! How can I help others and the environment?	New! Coming soon! How do people belong to a community and earn money?	2026/27 preview My healthy self: How can we look after our bodies?	2026/27 preview Growing up: How can we look after and respect our bodies as we grow?	New! Coming soon! How can I make safe choices in different places?
Year 3/4	New! Coming soon! How can I take care of my mind and body?	New! Coming soon! What rights and responsibilities do we have?	New! Coming soon! How can we prevent illness and injury and respond if they happen?	New! Coming soon! How can I make healthy choices?	New! Coming soon! How can I spend my money wisely?	2026/27 preview Growing up: How will my body and emotions change as I grow up?
Year 5/6	New! Coming soon! How can I support my mind and body as I grow?	New! Coming soon! How can we make a difference in our communities and beyond?	2026/27 preview Growing up: How can I manage the changes to my body and emotions as I grow up?	New! Coming soon! How do my choices today shape my future wellbeing?	New! Coming soon! How can we protect everyone's rights?	2026/27 preview Sex education: How do people become parents and carers?

Kapow also provide a myriad of information for parents on their website in their **Parent Zone**. This can be accessed by clicking the link.